SOME REPORTS FROM TEACHERS USING HEMI-SYNC

The following are some typical reports from teachers who have used Hemi-Sync in their classrooms. Several of these teachers had used Hemi-Sync for only a short time before writing their reports. The original reports are on file at Tacoma Community College.

(Fourth grade, regular students) This teacher had borrowed the equipment for a one week trial. At the end of the first day using Hemi-Sync, the teacher said of herself: "This day went quite well and at 2:30, my usual time to feel 'done in', I didn't feel so tired. In fact, I felt great when the day ended." On the last day the equipment was used, the teacher received several comments from students: "During math a girl came up and said, "Can you turn that stuff on again while we do our math? It makes me feel good!" Another said, "When I came in I felt uptight, nothing had gone right. But I feel better now."

(Grades 1-6, special education) "Although I do not feel confident making any broad statements concerning the validity of the Hemi-Sync Synthesizer, I do feel that it generally had a positive effect on my classroom environment. If I would have been able to use the Hemi-Sync Synthesizer for several months, rather than just eight hours, I do believe that I would have some very supportive information. My students enjoyed the experience and I felt very influenced by the sounds and music. After five hours of constant stimulation, I felt calm and very 'within myself'."

(First grade, regular) "For the last sixteen years I have taught primary children and have 'put up' with their wandering attention.... I now wish I could have learned of this fairly simple, but apparently effective aid much, much sooner."

(Grade 6, 7, and 8, special education) "Day one -- Math Class utilizing Hemi-Sync: ... The entire class was in their assigned seats and was doing the assigned work much sooner than usual. The students were very involved in their assignment. When talking did occur, it was concerning their math assignment. Whenever a disruption did occur, the students immediately returned to being on task."

"Day two -- There was a feeling of calmness in the classroom. The students were behaving and responding in a more relaxed than usual manner. The on task periods were much longer time spans than usual. There was a much greater involvement towards the academic aspects. Cooperativeness prevailed! Again, the students immediately went to work and stayed on task."

"Day one and two -- Study Skills Class utilizing Hemi-Sync: This is the last class of the day and is usually a 'rowdy' and restless class. The majority of the students settled down earlier into the class period. The Behavior Disordered student was much more calm and quiet and this behavior appeared sooner than usual... The atmosphere was more mellow because the students were behaving more quietly and calmly."

"Because I was impressed with the positive changes that were occurring in my classes, I shared the tapes with some fellow teachers... The teacher in another Special Education classroom noticed that there was a great reduction in the amount of talking. The art teacher used the tapes extensively and noticed an improvement in the students' drawings. These drawings exhibited more imagination and an improvement in the line development. The teacher felt there was a better attitude and feeling, on the students' parts, towards art and the class."

(Grades 1-6, basic skills) "Before I began using the masked frequencies and imaging techniques, their efforts were hit or miss. They felt inept and clumsy, often referring to my room as the 'dumb room'. I felt defeated and useless at times. Now I use these students as 'teachers' back in their own classes where these techniques have achieved as much success."

(First Grade, regular) "On Friday, May 25, the students were tested in the areas of dictation, spelling, and a timed (10 minutes) 100 problem addition test for math. I ran comparisons with the tests (similar in nature, but not the same tests) which had been given the week before. In dictation the range of scores ran from 04% to 100% for the week before Hemi-Sync was introduced. The mean was 77.83%. After using the Hemi-Sync equipment, the range of scores went from 08% to 100%, with the mean at 79.67. Spelling scores ran from 0% to 100% for the week before Hemi-Sync, with a mean of 82.92. The week of the 22nd, the range was 50% to 100%, with a mean of 91.5. Math time tests given the week of 5/14 ranged from 04% to 100%, with a mean of 84.88. Those time tests given after a week of Hemi-Sync ranged from 22% to 100%, with a mean of 92.42."

"In addition, creative writing showed some marvelous gains as a result of our experiment. For example: 'My brain is smart. It is working right now to help me on Friday with the test and the spelling test. But today's work is easy and my blood is like lightning in the sky'."

(Third grade, regular) "Nine out of 22 students handed in papers with zero or 1 error on the whole test. Others all accomplished A's or B's -- this is the best performance I have had all year!" (It was a spelling test.)

(Kindergarten, regular) "Imagery is one of the most powerful tools I have ever used to understand the unlimited capabilities of the mind. It is the space of unrestricted creative play... This fascinating technique will be used on a regular basis to telescope and amplify their bountiful and hidden treasures."

(High school, physical education) "I noticed the students (some of them) were closing their eyes and getting into their weight lifting. At same time their technique while lifting was superb. The students tend to get sloppy while lifting; I felt the music helped them to concentrate and helped them perform better. The students overall attentiveness had greatly improved. The actual rotating went more smoothly than it had ever gone before. Students behaved with confidence and didn't need to ask 'where the next station was'."

(Eight grade, regular and gifted) "Now, after using the tape for three complete weeks, I am fully convinced it calms the students and centers their attention. If I forget to put it on, the students ask, 'Where is the music?', which, to me, indicates that they like and want it. It has definitely become an integral part of our classroom; a tool I'm delighted to have found and one I plan to continue using."

(Grades 1-6, special education) "My eight hour use of the Hemi-Sync sounds/music and creative imagery, gave me a clear idea of the value of this method of self-realization and self-growth... One reason why the students may have maintained alertness was because I kept the 22 Hz switch on while they were imaging."

(Grades K-6, special education via a "resource room") "My boss stopped by on the 17th and left shaking head in disbelief mumbling, 'The school is a mess today except Resource Room'."